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ABSTRACT

Designed to provide health career information to Chicano/Hispanic students, this publication can be used by counselors and teachers to motivate and assist Chicano/Hispanic students to enter the health professions. The booklet includes: (1) inspirational comments from pictured Chicano/Hispanic role models in the Northwest who are currently involved in health occupations and who may be contacted for information concerning school presentations and field trips for students to health facilities; (2) brief descriptions of different health careers and sources for further information on each; (3) suggested courses of study for students in grades 9-12; (4) a list of support services for Chicano/Hispanic students seeking to continue higher education; and (5) a list of Chicano/Hispanic health services in the Northwest. (Author/CM)

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CHICANO ROLE MODELS FOR HEALTH CAREERS

HEALING IS IN YOUR EVERY HERITAGE ... AND THE NEED IS SO GREAT TO MAKE THE WORLD OF THE DEPRIVED A HEALTHY ONE...TO HAVE THE BLACK HAND SURGICALLY CARVE...THE RED MAN DANCE INTO THE MOST ADVANCED OF MEDICINES...A CURANDERA TRANSFORM FOLK REMEDIES TO MODERN DRUGS.

...Abelardo Delgado

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CHICANO ROLE MODELS FOR HEALTH CAREERS

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April 1980

INTRODUCTION

This booklet was designed to provide health career information to Chicano/Hispanic students. This publication can be used by counselors and teachers to motivate and assist Chicano/Hispanic students to enter the health professions. Information in the booklet includes (1) inspirational comments from pictured Chicano/Hispanic role models in the Northwest who are currently involved in health occupations, (2) suggested courses of study for students in grades 9-12, and (3) a list of health education resources. Teachers and counselors are encouraged to contact the role models described in this booklet regarding possible school presentations, field trips for students to health facilities etc., by referring to the resource list in Section IV. There is a critical need to provide health career information to all students, and especially Chicano/Hispanic students.

Thanks is given to the consultant, Viviana V. Bailey, who compiled this material on behalf of the SPI Chicano/Hispanic Program. If you need assistance or have questions regarding the intent or content of this booklet, please contact Rebecca R. Duran, Office for Equity Education, Superintendent of Public Instruction, Old Capitol Building, Olympia, Washington 98504; (206) 753-2560.

This booklet was typed by Jill M. Darby under the supervision of Rebecca R. Duran, Office for Equity Education.

"PARA NUESTROS JOVENES, QUE LES DE ANIMO"

"FOR OUR YOUTH, MAY THEY BE INSPIRED"

This booklet can be dissiminated to:

Chicano education programs in community based organizations, school districts, community colleges, Chicano health centers and migrant health centers throughout the Northwest.

Northwest Chicano Health
"American Indian Health Careers Handbook", Don Jennings, Editor
"Introduction to Health Careers" Joan M. Birchenall, RN., M.E.D.
All the dedicated Chicano health professionals who cooperated to make this booklet possible.

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SECTION I: Chicano Health Professionals

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CAREER: MEDICAL DOCTOR

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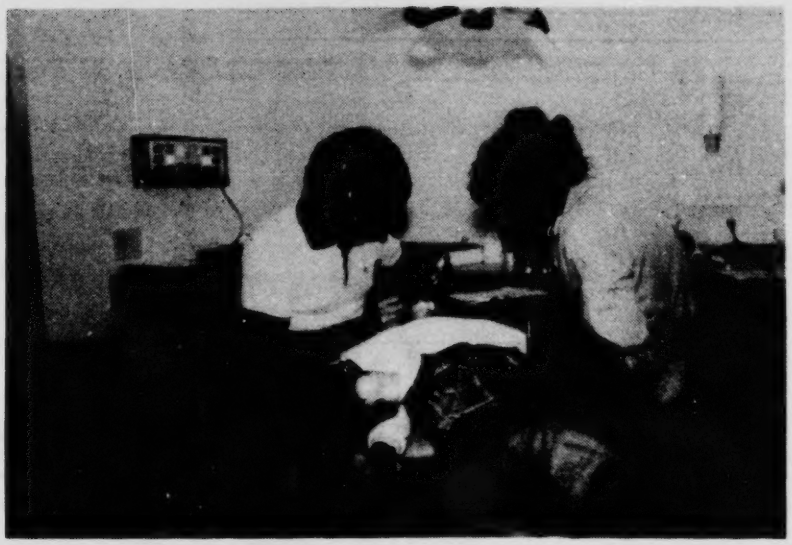
Berta Alicia Guaderrama de Moseson, Medical Doctor (M.D.) at the University of Oregon Health Science Center.

"You are going to grow up and do something. That's a fact. Now make it your choice. What do you want to do? If you want to be a doctor and it scares you a little, that is okay, dream big, think big and pursue your dreams with what you can do today, step-by-step, to get you to your ultimate goal. Of course it's hard work. But, go ahead and try. You have nothing to lose. You may find that you will want to revise your goals and that's positive because it will be your choice."

CAREER: DENTIST



Jose Martinez, D.D.S. works for Salud de la Familia in Woodborn, Oregon. Jose recently completed his training at the University of Oregon Health Science Center and plans to work at the Salud de la Familia as long as he is needed.

"Do not accept limitations on your abilities imposed by others. When someone says you can't make it in a professional career don't listen. Instead, find out for yourself what your limitations are by exploring many different areas. You will gain a sense of direction and be able to set your own goals based on your potential.

Dentistry is very important to me because I deliver a very worthwhile service to the patient. My specific interest is services to ch[illegible]. educating them to take care of their teeth and mouth and in do[illegible] feel I contribute to the total physical well being of the child."

CAREER: REGISTERED NURSE

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Margaret Salazar, Registered Nurse at Yakima Valley Farmworkers Clinic in Toppenish, Washington.

"I started my employment as a nurse's aide about nine years ago with this clinic. The work experience and the day-to-day exposure to health needs of the Chicano community gave me the courage to go back to school to train as a nurse. The staff at the clinic also encouraged me, as did my family. It has not been easy but the rewards more than make up for all the obstacles I had to overcome. To be able to work with our Raza and provide quality health care services is a great accomplishment.

I'm proud that our patients seek our services because they can relate and, most importantly communicate with the health care providers.

I encourage Chicano students to look at the many different possibilities for a career in the health fields."

CAREER: LICENSED PRACTICAL NURSE

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Tony Reyes is an LPN, Licensed Practical Nurse, who works at the Yakima Valley Farmworkers Clinic in Toppenish, Washington

"I feel that if you really want to achieve some goal bad enough you can. My family are migrant farmworkers, yet I was fortunate to complete high school. I'm now a single parent of three children and have had to obtain my training the hard way. I wish now that I had placed more value on education when I was younger and didn't have the family responsibilities that I have now. I feel good about the encouragement and moral support I have received along the way.

I am constantly aware of the tremendous needs in health care for our people. Recently, we had a patient who traveled 80 miles to receive service, because she could not communicate with health care professionals in her community. She was so relieved to find a place where she could be understood. The patient was pregnant and due to deliver and very concerned about when she would have to go to the hospital where nobody would understand her. I volunteered my help, and sure enough a few nights later the hospital called asking for my assistance. The patient delivered twins by cesarean section. I was able to tell her what was happening, alleviate her concern and explain things to her family as well.

Our community needs us. If a student really wants to succeed in a health career you can no matter what gets in your way. Don't get discouraged, keep on trying step-by-step, class-by-class."

CAREER: LICENSED PRACTICAL NURSE

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Carmen Enciso, an LPN, Licensed Practical Nurse, is currently working toward a Registered Nurse degree and is employed as outreach supervisor for Salud de la Familia in Woodburn, Oregon.

"It is a great source of frustration for me as a health care provider to see our people receiving less than quality health care. In my work I am called by hospitals and doctors to translate for Spanish-speaking patients because other professionals cannot communicate with the patients. How can a patient be assured of a correct diagnosis or treatment plan if that essential communication does not take place? My commitment is to work with the Spanish-speaking community to help alleviate this problem, but there are not enough bilingual/bicultural health care providers.

Chicano students who are looking at options open to them after high school should be encouraged to look in the area of health. Perhaps they can start as aides or volunteers in a community clinic or nursing home, or take a health occupation class while still in high school. There are many rewards. Although the work is hard it can be done."

"Si se puede!"

CAREER: PHYSICIAN'S ASSISTANT

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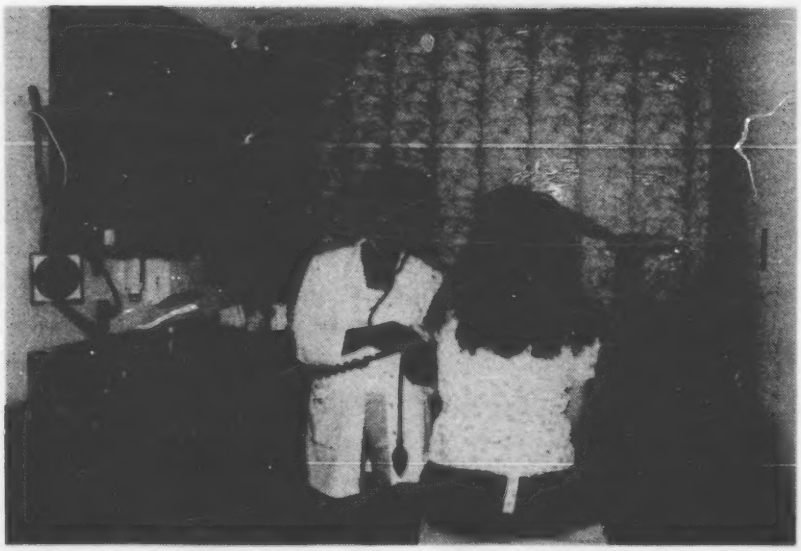

Cleo Gonzales, Licensed Practical Nurse, Obstetrics and Gynecology Physician's Assistant, is currently completing a one year training program for a Physician's Assistant certificate at the University of Washington's MEDEX program.

"In order to succeed in the medical professions a person must really care about people. Young Chicanos must have determination. It is not easy, but if you have a goal and you can find support persons in the community agencies, schools and family, you can do it. Your determination will be a major factor in reaching your goal.

Many young women feel that marriage is the only option available. I used to feel like that, but I found that raising a family is very demanding, sometimes a marriage does not work, and financial responsibilities or other circumstances force the women to work. If you are not trained or do not have marketable skills, life becomes very hard. I strongly urge that young women examine their options and the many exciting opportunities available to them.

There is a great need in our community for bilingual/bicultural health care workers. The work is very rewarding and job opportunities are always available."

CAREER: FAMILY NURSE PRACTITIONER

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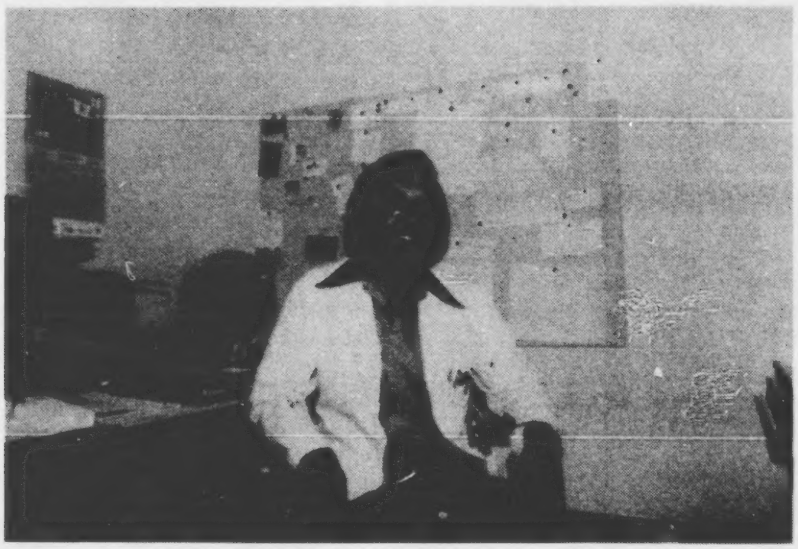

Christino Rodriguez a Family Nurse Practitioner at Salud de la Familia at Woodburn, Oregon.

"The health careers are careers of the future, there are always going to be job opportunities and the field is wide open. Every industry i.e, airlines, health agencies, states and cities need health care personnel.

If you speak two languages, Spanish and English, it gives you the ability to relate to people who speak Spanish as well as English. It is a real gift to be bilingual, especially when you are working in a health career."

CAREER: PEDIATRIC NURSE PRACTITIONER

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Refugia Botello, RN, Pediatric Nurse Practitioner, works at Yakima Valley Practitioner Clinic in Toppenish, Washington.

"The need for us to enter health careers is great because many of our gente choose not to be assimilated into the "American culture". Our presence in health assures quality health care for the Spanish-speaking community.

I started my career as an aide at the Yakima Valley Farmworkers Clinic nine years ago. I have worked hard and was the only Mexican-American in my classes, but for the most part I felt my training at Yakima Valley College was a good experience, with staff and faculty being very supportive. Of course, nursing programs are competive and you have to sacrifice to achieve academic success."

CAREER: HEALTH ADMINISTRATION

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Cipriano Salazar is Executive Director of the Virginia Garcia Clinic in Cornelius, Oregon.

"Chicanos must break stereotypes if they want to succeed in health careers. As great as the "bato loco" image may seem to young peers, it is not a positive image. Dropping out of school, smoking dope and all the negative situations that develop because of this type of behavior will not contribute to making you a productive individual in the system that we have always had: the Chicano system. We are surviviors in spite of great odds and we must continue to strive to improve the quality of life for nuestra gente.

How do we do this? It's very simple; we use the existing systems, tools i.e., education, communication, etc., and we learn to use it to our advantage.

Opportunities for Chicanos in health administration are great and the rewards are many. I encourage young people to explore all the different possibilities available to them in making a decision for future careers."

CAREER: HEALTH EDUCATOR

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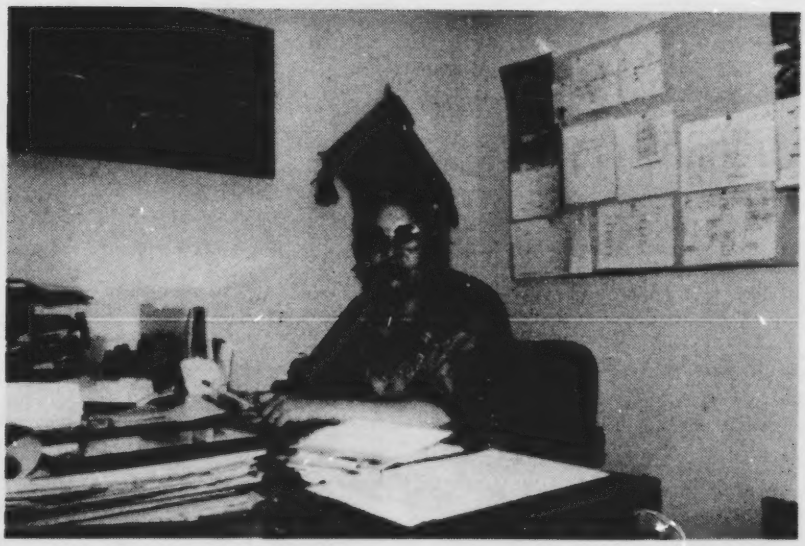

Cande Veliz, Community Service Director has been working as a Clinic Manager for Salud de la Familia in Woodburn, Oregon for two years.

"I started as an administrative secretary for the Health Education component at Salud de la Familia in 1972. My advice to students is to look into all areas and professions in which you have an interest. Experiences through volunteering or short term employment can be very useful in helping you to make a decision in a particular field. Chicanos in health careers are in great demand. Now is the time for students to take advantage of opportunitues for training that will ensure them jobs in a very rewarding area.

There are very many ways to put your talents to work in the area of health, for example, direct care careers where you provide service in medicine, dentistry and nursing. Diagnostic careers such as radiologic, medical laboratory, optical, audiologic and diagnostic medical equipment personnel, therapuetic/restorative careers, community health careers, institutional careers providing services at nursing homes and hospitals, health administration and all the clerical support workers that are needed to run a health center. The job opportunities are many and we have so few bilingual/bicultural people in these areas the when a person gets training it is often a case of 'which job offer should I take" instead of 'can I get a job'."

CAREER: CLINICAL PSYCHOLOGIST

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Juan Manuel Herrera, Ph. D. works at the Yakima Valley Farmworkers Clinic in Toppenish, Washington.

"I stress academic excellence if you want to strive for a health science career. Good study and basic skills should be developed in high school; they will serve you well in college. Long-term goals and a commitment to serve the Spanish-speaking community are essential if we are going to meet the needs of nuestra raza."

SECTION II: Health Career Description

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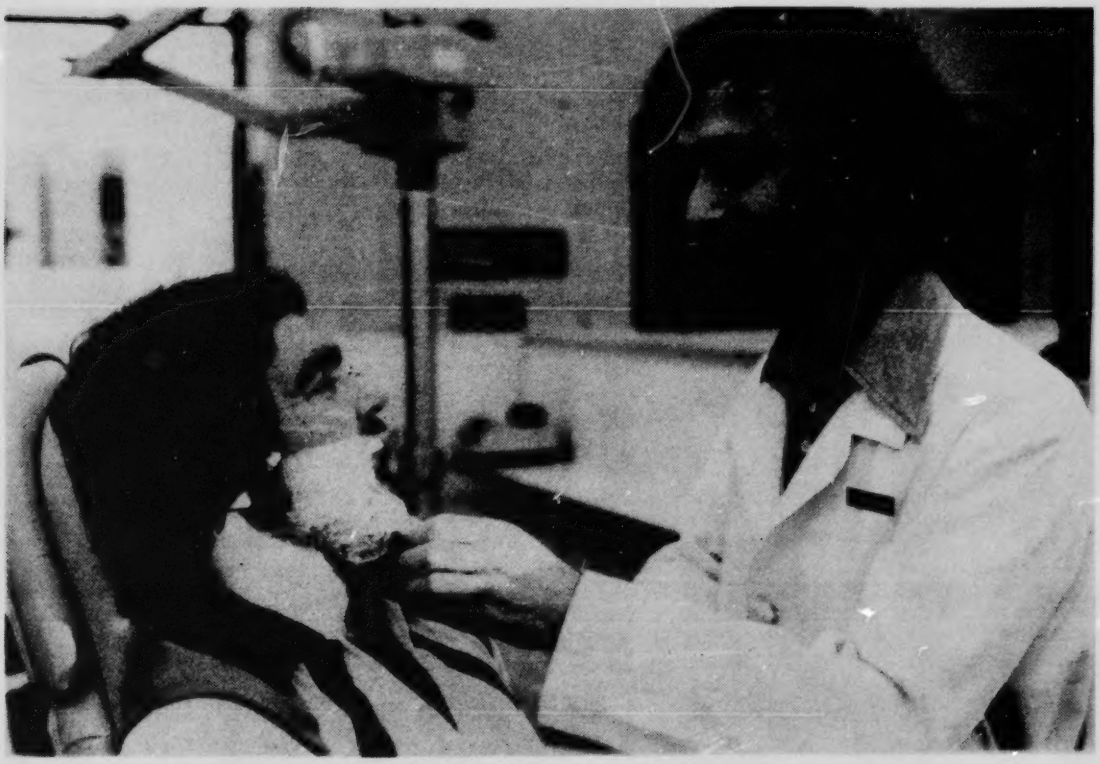

DOCTOR OF MEDICINE (PHYSICIAN, M.D.)

No member of the health services is as well-known or as highly respected as the doctor of medicine, and no wonder, for we literally place our lives in the physician's hands. As leader of the medical team, the doctor of medicine directs other health professionals in a plan of patient care.

Physicians must study for many years before they can be licensed to practice, and those who choose to enter a specialized medical field need additional years of education. It is difficult to be accepted into medical school because there are so many more applicants than vacancies. Only the best are accepted; some applicants must wait as long as two years before being admitted. An applicant must complete two to three years of undergraduate pre-medical course before entering medical school. In medical school, the student spends two years in classroom and laboratory studies of medical and clinical science which include: microbiology, anatomy, physiology, biochemistry, pathology, and pharmacology. This study is followed by two years of clinical study in hospitals and clinics. (Some medical schools now offer programs that require less time). A one-year internship follows graduation, and if a doctor wishes to specialize, additonal education (a residency) is required. Physicians are licensed by the state in which they practice.

Medical education and establishment of a practice are extremely expensive undertakings. However, financial aid is available from many sources and is usually awarded on the basis of need.

More than 150 years ago, the first women physician began the practice of medicine in the United States, and since that time the number of women physicians has slowly increased. There are many opportunities for women in modern medicine, as reflected in the rising number of female medical students.

For more information on careers in medicine, contact:

American Medical Association
535 North Dearborn Street
Chicago, Illinois 60610

American Medical Women's Association, Inc.
1740 Broadway
New York, New York 10019

DENTIST (D.D.S. OR D.M.D.)

Sound teeth and gums are essential for proper nutrition, clear speech, desirable appearance, and overall health. Members of the dental cluster are concerned with maintenance of oral health through prevention and treatment of diseases of the mouth, and through instruction of patients in oral hygiene. The dentist is the head of the dental team, which includes the dental hygienist, dental assistant, dental laboratory technician.

Most people are familiar with the dentist's role in repairing or treating injured and diseased teeth. Yet, a large part of dental practice is devoted to preventive care, which includes dental examinations, cleaning of teeth, and application of decay-preventing agents.

In the past, dental care could be obtained only in the private dental office, which was maintained by one dentist who saw one patient at a time. With population growth, this method of service became costly and inefficient, and many people were deprived of dental care. Furthermore, a more sophisticated public began to consider good dental care a basic necessity. As a result, group practice of dentistry developed as a way of serving large numbers of people promptly and efficiently. Many dentists work together in group practices and employ dental auxilaries to further extend their service. Dental care is also available through public school programs, health maintenance organizations, free clinics, and at neighborhood health centers.

Competition for entrance into dental school is brisk, and applicants are selected with care. Dental schools seek students with better-than-average scholastic ability and with a high degree of manual dexterity and artistic skill, because dentists sculpt and shape tooth replacement and reconstructions. this sculpting and manipulative ability is so important that dental schools require prospective students to take a special examination to determine their level of skill in sculpting. This test is usually taken during the second year of pre-dental studies.

Since dental schools have specific entrance requirements, you should learn what the prerequisites are well in advance, so that you will have taken the proper undergraduate courses when you apply for admission. Dental education is costly, as is establishing a private practice after graduation. The American Association of Dental Schools will provide specific information about admission requirements and the estimated costs of a dental education. With further education, a dentist may specialize in childhood dentistry, tooth replacement, tooth straightening, and other subspecialties.

Traditionally, dentistry has been considered a career for men only. This concept is reinforced by the fact that there are few female dentists. However, the number of women enrolled in dental school has doubled since 1970 and continues to increase, as women are actively recruited into the profession. Women who choose dental careers have the advantage of being able to work part-time during childbearing years, then resume full-time practice later.

Dentist (D.D.S. or D.M.D.)-continued

Additional information may be obtained from:

Council on Dental Education
American Dental Association
211 East Chicago Avenue
Chicago, Illinois 60611

American Association of Dental Schools
1625 Massachusetts Avenue, N.W.
Washington, D.C. 20036

NURSING ASSISTANT (NURSE'S AIDE/ORDERLY)

Nursing Assistants are men (orderlies) and women (nurse's aides) who assist RNs and LPNs. Nursing assistants perform uncomplicated tasks related to patient care in hospitals, nursing homes, and clinics. Their responsibilities may include: bathing, and feeding patients, making beds, answering call lights, escorting patients to various departments, taking and reporting temperature, pulse, respiration, and blood pressure, serving meals, and distributing linens, and stocking linen closets.

Nurses' aides and orderlies may be prepared on the job or in vocational/technical schools. You should contact the personnel director or your local hospital for more information about becoming a nursing assistant.

PROFESSIONAL NURSE (REGISTERED NURSE, R.N.)

Professional nursing is a service, a science, and an art. Registered professional nurses use the principals of biology, anatomy, physiology, microbiology, sociology, psychology, chemistry, and pharmacology in providing patient care.

Nursing is an art that calls for creativity. No two nursing situations are alike and no two patients are alike. Registered nurses must be able to adjust to the needs of each patient, and to develop individual approaches to patient care. A nursing care plan is made for each patient on the unit. It takes into account the patient's physical, emotional, and spiritual needs. The professional nurse relies on the observations of all nursing personnel (other nurses and assistants) in formulating the plan, and all members of the nursing care staff cooperate to carry it out.

The duties of a professional nurse range from the relatively simple one of bathing a patient to the more complex ones of health counseling and patient education. Nurses may specialize in the care of children, mothers and newborn infants, the actuely ill, the mentally ill, and so on.

Registered nurses work in many settings: general hospitals, medical centers, nursing homes, schools, physicians' offices, community health facilities, industrial plants, and on shipboard.

There are three types of educational programs that prepare professional nurses to take the same state licensing examination. (1) The baccalaureate program (four years of college) permits further study and nursing specialization at the master's and doctoral degree levels. Only college programs can confer the degree of Bachelor of Science-Nursing (BSN). These programs prepare qualified public health nurses. (2) The diploma program is based in a hospital school of nursing and requires two to three years. Graduates earn a diploma in nursing. (3) The associate degree program is usally offered by a com-

munity college and lasts two academic years. The degree of Associate in Applied Science in Nursing is conferred.

Both the diploma and the associate degree programs emphasize care of the institutionalized patient. Graduates of these programs are qualified to give bedside nursing in a hospital or nursing home, or as private duty nurses, but they are not qualified for supervisory, or administrative positions in nursing. Graduates who wish to go on to a baccalaureate program after earning a diploma or an associate degree may do so, but should not neccessarily expect to receive full transfer credit for their previous education. Each college and university has its own policy on advanced standing.

Nurses are licensed to practice by individual states. The graduate of the nursing program usually sits for the examination in the state in which his or her school is located. The license permits the individual to practice as a registered nurse within this state only. If the individual wishes to practice in another state, he must apply to the appropriate state agency and meet its requirements before a license is issued.

PRACTICAL NURSE (LICENSED PRATICAL NURSE, LICENSED VOCATIONAL NURSE)

Licensed Practical Nurses (or LVNs - Licensed Vocational Nurses, in California and Texas) perform many of the same duties as registered nurses. These include giving direct patient care, observing, recording and reporting, administering treatments and medication, and assisting in rehabilitation procedures or techniques.

LPNs care for patients whose conditions do not require complex nursing care. They attend patients whose conditions are relatively stable and free of complication, but also assist registered nurses in giving care to critically ill patients. LPNs always work under the direction of a registered nurse or a licensed physician.

Practical nursing programs are offered in public vocational/technical schools, hospitals, and community colleges. The average length of the course is one calendar year and includes nursing theory and practice, and selected content in behavioral and biological sciences. Practical nurses are licensed to practice by individual states.

Practical Nursing is considered a full-time, lifelong career in itself. However, sometimes LPNs wish to transfer into a program of professional nursing. Advanced standing in recognition of previous practical nursing education and experience may or may not be given by the receiving institution.

Note: There are no correspondence programs that will qualify a person to take the state licensing examination in practical nursing.

Information on practical nursing may be obtained from:

National League for Nursing
10 Columbus Circle
New York, New York 10019

National Association for Practical
Nurse Education and Service, Inc.
122 East 42nd Street
New York, New York 10017

National Federation of Licensed
Practical Nurses
250 West 57th Street - Suite 323
New York, New York 10019

PHYSICIAN'S ASSISTANT, PHYSICIAN'S ASSOCIATE

A developing health career is that of the physician's assistant (or physician's associate), who may be prepared in a one-two-, or four year program in a community college or university, but who is educated in a college of medicine. The course includes anatomy, physiology, medical terminology, pharmacology, medical history and physical examination, medical ethics, history of medicine, clinical laboratory procedures, signs and symptoms and clinical experience.

Physician's assistants work with physicians in private practice and always under their supervision. In the medical office, the assistant may take a patient's medical history and perform a physical examination. He or she may draw blood from a vein and conduct routine blood and urine analyses. In the hospital, the assistant, acting under the physician's supervision, may remove sutures and casts, treat minor injuries, and evaluate the patient's medical progress. The physician's assistant never substitutes for the physician or acts as the team leader.

In some states, the physician's assistant must be licensed. Both men and women are eligible, and many veterans who were medics are attracted to this career because it gives them a chance to use the same skills in civilian life.

For more information, write to:

American Association of Physician's
Assistants
448 Madison Avenue
New York, New York 10022

M E D E X

Medex is a medical training and placement program designed to extend the physician's capacity to provide primary health care by placing experienced and trained persons in the offices of primary care physicians. It began in response to the need of communities suffering from a shortage of primary health care. Through medex training, the skills of experienced personnel are strengthened and adapted to meet the needs of these communities.

A medex is a professional clinical practitioner, in effect, a "primary care specialist". Depending on background, the medex may be legally registered as either a physician's assistant or a nurse practitioner.

The average medex works from 50 to 55 hours per week, shares night and weekend calls with a physician-employer, and earns between $12,000 to $15,000 a year plus fringe benefits. The medex sees between 15 to 20 patients a day. The medex is actively engaged in continuing medical education conferences and other efforts to up-grade skills. At the 1973 annual meeting of the Washington State Medical Association, medex were offered membership in the organization.

Medex is a twelve-month training program which is experience-based to assure demonstrated competency rather than theoretical achievement. For example, the medex trainee receives an intensive two quarters of didactic and clinical instruction at the University of Washington. The university phase of training emphasizes basic clinical skills which include history taking, physical exam technique, behavioral assessment, problem solving skills, and technical skills such as suturing and casting. In addition, training includes instruction in pediatric growth and development and emergency medicine.

The university phase is followed by a six to eight month preceptorship with a physician. The preceptorship is an on-the-job training period tailored to the practice of the preceptor, emphasizing data collection and treatment of commonly encountered problems. At the end of the preceptorship, the medex is certified as proficient in the areas of technical skills, data collection, problem identification, clinical judgement, and general medical knowledge. Evaluation consists of observation by Medex staff, regular review of written workup and protocols and preceptor assessments.

Within the constraints of legislation, the preceptor determines how they wish to utilize the medex. In most practices medex's perform physicals, take histories, make case presentations, diagnose and treat commonly encountered minor illnesses, treat minor trauma, suture, apply casts, assist in surgery, perform office surgery, do rounds in hospitals and extended care facilities, and take selected night and weekend calls. The physician assumes responsibility for the quality of care delivered by the medex and delegates tasks only when sure of medex's skill and good judgement.

NURSE PRACTITIONER

A relatively recent nursing specialty is that of nurse practitioner. As with all specialties in nursing, medicine, and dentistry, the basic requirements for beginning practice must be met; that is, the nurse must be lincensed before entering the educational program for nurse practitioner.

The specialty emerged from a need for professional primary health care of people living in areas where physicians' services are not readily available. "Primary health care" refers to meeting daily personal health needs--care given to prevent serious illness. Nurse practitioners may perform such duties as: immunizing children against certain childhood diseases; examining pregnant women and providing necessary prenatal care in umcomplicated cases; therapeutic diets prescribed by the physician. Although the nurse practitioner is prepared to make independent judgements, and assumes responsibility for the primary care needs of patients, he or she represents the physician in the latter's absence. It is the physician who directs the nurse in the work to be done, although the former may not be present at all times. The physician gives written directions for dealing with patients conditions that indicates the existence of a medical problem. The nurse carries out these directions, or standing orders, after professional evaluation of the patient's condition has been made.

Nurse practitioners may specialize in many areas, but the most common are pediatric care and family practice. The educational program for nurse practitioners varies from several months to one year. Because this is an emerging career, the length of the programs may vary.

You can receive more information about the growing field by writing to:

National League for Nursing
10 Columbus Circle
New York, New York 10019

American Nursing Association
2420 Pershing Road
Kansas City, Missouri 64108

HEALTH SERVICES ADMINISTRATION

Health services administrators (Health Service Managers) manage institutions, organizations, programs and services within the health delivery system. Public health, hospital, nursing home or rehabilitation administrator are a few positions filled by health service administrators. They may also work as health planners and consultants or as directors of governmental regulatory agencies, neighborhood clinics and health associations. A one to two year master's degree in hospital or health services administration, public health or public administration is required for upper level management positions. There are some four year bachelor's degree programs in this field which prepare individuals for beginning, middle management positions.

HEALTH EDUCATOR

Providing the community with health care information is the responsibility of health educators. Their teachings including the importance of regular health checkups, the need for vaccinations and immunizations, the dangers of smoking, and the necessity for wearing safety belts when riding in an automobile.

Health educators lecture to civic associations, labor unions, service clubs, and similar organizations. They prepare and distribute leaflets, films, slides, and posters. They may also communicate through the mass media--newspapers, radio, television, and magazines. They are employed in official and voluntary public health agencies, hospitals, agricultural extension services, schools, neighborhood health centers, family planning centers, and clinics.

Educational programs to prepare health educators are available at several levels, beginning with a two-year college program for health education assistants. Bachelor's and master's degree programs are required for more advanced positions.

Further information may be obtained from:

Society of Public Health Education
655 Sutter Street
San Francisco, California 94102

American Public Health Association
1015 18th Street, N.W.
Washington, D.C. 20036

RADIOLOGIC TECHNOLOGIST

Formerly called x-ray technicians, radiologic technologists comprised the largest groups of workers in this cluster. Under the radiologist's supervision, they take the radiograms, following a precise step-by-step procedure, to insure clear, accurate films.

Most patients go to the hospital radiology department to have x-ray pictures taken. However, when a patient cannot be moved, a portable x-ray machine is wheeled to his bedside. Here, the technologist labels the film with the patient's name, room number, date, and other identifying information, and positions the patient's leg, arm, or foot (or other part or parts of the body) on top of the x-ray film. The machine is adjusted to the proper distance from the patient (according to a specific procedure) and the controls are regulated for proper film exposure. The technologist operates the machine and takes the picture. Usually, several films of different views may be taken; front, back, and/or side view. The films are removed and taken to the Radiology Department to be developed. Most films are developed in automated processing machines, but if this equipment is not available, processing will be done by the technologist.

Radiograms are also taken during orthopedic (skeletal) surgery in the operating room. The technologist wheels the x-ray machine to the operating room and stands by until he is needed. After the surgeon has inserted a metal nail, plate, or screw to hold the parts of the broken limb together, the technologist exposes another film to record the placement of the device and to verify that the bone is aligned.

Hospital radiology departments employ clerical workers to assist in the office, but in a private radiology practice, the technologist usually does this work. His clerical functions include sorting and filing films; scheduling appointments; preparing reports; forwarding study results to doctors or hospital departments ; billing; and bookkeeping.

There are more than 1,200 accredited schools of radiologic technology in the United States. Two-year programs conducted in community colleges award an associate degree in diagnostic radiologic technology, Hospital schools award a diploma. The required courses include, anatomy, physiology, principles and practices of radiograph positioning and film exposure, dark room theory and practice, management, equipment maintenance, and study of disease conditions. A large part of the program takes place in a hospital radiology department where students practice taking radiograms. Certification is available through the American Registry of Radiologic Technologists, and some states require technologists to be licensed to practice.

Registered Radiologic Technologists have opportunity for specialization and advanced education in radiation therapy, nuclear medicine, and ultrasonography. Nuclear medicine involves the use of cobalt and other radioactive substances in the treatment of cancer. Graduates of community colleges may transfer into baccaluaureate programs to become specialists in radiologic

sciences, administration, and clinical practices. The amount of credit received for previous education is determined by the receiving institution.

For additional information contact:

American Society of Radiologic Technologists
500 North Michigan Avenue
Room Number 836
Chicago, Illinois 60611

CLINICAL PSYCHOLOGIST (Ph.D)

Psychology is the science of mind and behavior. The psychologist is the person who specializes in this science. Basically, psychologists attempt to understand people -- their behavior, abilities, and characteristics, and to define their needs. Psychology is such a broad area of learning that psychologists usually concentrate on one special area such as clinical psychology. This specialty is concerned with the treatment of people who have emotional problems or illness; therefore, it is considered to be one of the health professions. The clinical psychologist evaluates and treats emotional disorders by helping people to identify and understand their problems so that everyday living may be less stressful and more rewarding.

Eight years of study beyond high school is required. An undergraduate degree is mandatory for entrance into the graduate program, and the latter is so rigorous that only a few superior students are admitted. A doctorate (Doctor of Philosophy or Ph.D.) in clinical psychology is one of the requirements for recognition by the American Board of Professional Psychology; upon its attainment the graduate has earned the right to be called "doctor". Bear in mind, however, that psychologists are not medical doctors and have received no medical training; they do not admit patients to hospitals, nor do they prescribe or administer any type of medical treatment. Should any of these be deemed necessary, the patient is referred to a psychiatrist.

Clinical psychologists employ psychotherapy to treat individual patients or in a group setting, in hospitals, schools, prisons, clinics, private offices, or other community settings. They may specialize in family therapy, marriage counseling, drug abuse, rehabilitation, and so on.

In the rehabilitation setting, the clinical psychologist helps amputees and paralyzed persons to accept and adjust to body changes that will result in changes in life-style. A couple experiencing marital problems may seek help from a clinical psychologist who specializes in marriage counseling. The psychologist also instructs doctors, dentists, nurses, and hospital administrators in human behavior and how it is affected by illness.

Most states require clinical psychologists to be licensed or certified before they can practice.

More information may be obtained from:

American Psychological Association
9650 Rockville Pike
Bethesda, Maryland 20014

SECTION III: Preparing for a Health Career

BEST COPY AVAILABLE

Julian Rodriguez, MEDEX
Seattle, Washington

PREPARING FOR A HEALTH CAREER

Preparation for a health career requires planning, attention and time. Some Chicano students lack the support and information needed to prepare for entering health studies.

The following is designed to assist Chicano students who are interested in entering a health career, but do not understand how to go about preparing themselves. It will guide the student through secondary education and specialized training. It will also help the student to understand what courses to pursue and where to seek financial aid.

Section A: Secondary School Preparation

Whether in junior or senior high school, the Chicano student who wants to work in a health career should seek assistance in planning his/her high school studies. This insures that the student will be well prepared for the training programs which lie ahead. Often students can obtain this assistance from an advisor or favorite teacher.

For those students who wish to enter a health career which does not require a college degree, there are many opportunities. Preparation for these types of health careers should begin in high school.

For students who seek a health career requiring the completion of a college education (as most health careers do), there are many things to consider, such as: the kind of college, the requirements for the career, the curriculum, and how to pay for the studies.

Students interested in a professional health career must concentrate on the following courses: chemistry, biology, algebra, geometry, trigonometry, physics, English and speech. These courses are usually required to enter college courses to be a nurse, health information specialist, chemist, dietitian, doctor, and others. If a Chicano student learns his/her school cannot offer these subjects, he/she should immediately discuss this with an advisor, parents, and community leaders. The student needs to determine whether there is a need to change schools or take a required course with a tutor or by correspondence.

Sometimes students will get discouraged. However, if a student is interested in college or a professional career then he/she should continue to work towards this goal and seek help from other sources.

Chicano high school students should be aware that aptitude tests must be taken to enter health careers such as medicine, dentistry and veterinary medicine. High school students should concentrate on problem areas such as vocabulary, test taking, and reading in high school. A large vocabulary will help the student to express ideas clearly as well as improve scores on high school and college aptitude tests.

In addition to one's classwork, the prospective health professional is strongly encouraged to participate in available extracurricular activities, including science clubs, future physicians clubs, Candy Stripers, medical explorer posts, etc. These clubs permit an even closer acquaintance with the health professions. Often working with community health professionals, the students learn more about the real work of these people and their professions. If there are no clubs like this in one's school, the interested student may wish to discuss the organization of one with an advisor. More information about such clubs is available from the following organizations:

American Medical Association
535 North Dearborn
Chicago, Illinois 60610

American Academy of Family Physicians
1740 West 92nd Street
Kansas City, Missouri 64114

National League for Nursing
10 Columbus Circle
New York, New York 10019

Exploring Division
Boy Scouts of America
New Brunswick, New Jersey 08903

PROPOSED COURSES IN HIGH SCHOOL

This schedule is designed to help students who plan to enter a career which requires college preparation. Students who follow these recommendations and so some of their own research will increase their chances of being accepted at a college and of receiving financial aid. But the student should also seek advice about the specific career or school they are considering.

9th Grade

This year's grades will be the first one on the academic record which will be sent to all colleges where the student applies. Most colleges base their admission decisions on work in grades 9 through 11, and part of grade 12, so it is imperative that the student begin now to do his best in all school subjects.

Spend some time each day trying to improve reading comprehension, speed, and vocabulary. Study a few new words each day.

Get involved with school and/or community activities because colleges are interested in well rounded individuals who have engaged in some extra curricular activities. For veterinary medicine, participation in the 4-H club and Boy Scouts is important (NOTE: Veterinary medicine admissions committees consider these two groups as very important experience and they are considered a 'plus' on the student's records.)

Discuss college plans with parents and guidance counselors. If possible talk to high school counselors, Chicano guidance counselors or call Northwest Chicano Health. Find out from counselors what high school courses are necessary to satisfy basic college requirements.

9th Grade - continued

Begin taking courses in the college preparatory track. These courses usually include English, Math, Science, Physics, Biology, Chemistry, and Foreign Languages. Take as many of these as possible beginning now, throughout your high school years.

Get tutorial help, or study with friends in the classes which require more work and concentration.

Begin developing your study skills for use in high school and college.

10th Grade

Begin to make some serious decisions about life's work. This is a first step in deciding on a college.

Continue to learn about health professional occupations.

Go to the library and read about possible careers.

Talk with counselors, teachers, and people who work in the field. Perhaps write to a Chicano physician or dentist to get a personal insight on what it is like to be a professional.

Continue involvement in a school club or in community activities.

Using the college guidance materials in school or public library, make a list of possible colleges to attend.

Check the entrance requirements of these schools and verify with the counselor that your high school program will satisfy college requirements.

Use the resource lists in this booklet if you do not have someone to help you.

11th Grade - September

Register with the school counselor for the Scholastic Aptitude Test (SAT), American College Test (ACT), Washington Pre-College Test (WPCT) or the National Merit Scholarship Qualifying Test (NMSQT) which will be given in October or November.

Study the SAT/ACT/WPCT/NMSQT students bulletin(s). These booklets are excellent sources to use for examples of the kind of questions that will be on the test.

Check with the counselor once again to see that your courses meet basic college requirements.

Use the Northwest Chicano Health "Hotline" (206) 633-1101 if you need assistance.

11th Grade - October

Take the appropriate test or tests which are needed for college.

November

Start narrowing college choices down to about five or fewer. At this point take into consideration your future career or occupational interests.

Consult the college catalogs in the school library or in the counselor's office. If the catalogs are not available, write to the colleges for them.

In looking through the college catalog, begin reading the description and requirements for the majors/careers in which you are interested.

Find out from counselors which college entrance exams are required by the schools chosen.

December

Consider applying for a special college preparatory program for next summer. See guidance counselor for suggestions. Ask about the Upward Bound Program in your area, or the Verano en Salud program offered through the Northwest Chicano Health. Inquire at Chicano community based organizations for additional information on summer program opportunities.

January and February

Start lining up a summer job. If you are interested in a professional health career, experience in a health care delivery facility (community agency or clinic) at the high school level is essential. Any experience, either paid or volunteer, shows a deep commitment for the health profession you pursue. The Northwest Chicano Health keeps lists of summer programs for Chicanos interested in health careers.

Check deadline dates for special scholarship competitions, with high school counselor.

March and April

Make a copy of your parents' federal income tax form, and keep it in a safe place. Much of the information on the form is necessary when applying for financial aid.

Finalize summer plans or if necessary, summer school plans.

May and June

Discuss preliminary choices of colleges with counselor.

Firm up course schedule for senior year.

May and June - continued

Obtain a summer reading list to prepare for next year's courses, and to increase your reading ability, speed, and vocabulary.

June to September

Save money from a summer job to apply toward ACT, WPCT, or SAT fees, and college application fees.

If possible, visit the college you hope to attend with your parents.

Attend summer school if all the required courses for graduation are not available during your senior year.

12th Grade - September

Select three to five colleges which are strong in your area of interest and apply for admission. Your librarian or counselor can assist you with addresses for colleges and universities.

Consult your high school counselor, or one of the resource people on the list which is attached to this booklet, for assistance in completing your application. Many colleges have programs specifically designed to help Chicano students in their admission or financial aid application.

The colleges selected by students with a health career interest should be accredited and able to provide a strong foundation in natural sciences, social sciences, humanities and communication skills.

Study the catalogs more carefully at this time, or the general and specific course requirements for the major and majors which you are interested.

In narrowing down your choices of which college to attend, consider the majors offered, sources of financial aid, tuition size, location, and quality of instruction.

October

Make a list of possible finanical aid sources. Write for applications for scholarships and other aid not available through the Federal finanical aid program. Read the brochures for Federal Financial aid programs, which are also available in Spanish.

Continue completing admission applications.

November

Fill out college admissions applications. If you have any questions, consult your guidance counselor. Mail the application now, along with all necessary forms. Be aware of the deadlines and stick to them

November - continued

Ask your guidance counselor to send an official transcript of your high school grades to all of the schools to which your have applied.

Complete any applications you have received for scholarships or grants from non-profit foundations, or other community organizations. Fill them out as soon as you receive them.

December

Check college handbook to be sure you have completed everything necessary for admission. Double check with the college admission office or recruiter.

Pick up a Financial Aid Form (FAF) from your guidance counselor's office or request one from the college you wish to attend. Begin completing financial aid form with your parents. If you need assistance consult your resource list and call for aid.

January

Finish completing you financial aid form, using the information from your parents' income tax papers. Make a copy of the completed form and send the original to Berkely, California along with the fee for each school to which you have applied.

Check with counselor and teachers to see that high school grades, letters of recommendation, and transcripts have been sent to colleges.

Contact colleges to make sure they have received all applications and letters of recommendation.

Ask counselor or a local agency about summer jobs or summer programs or college preparation. Check with your local clinic director.

February

Have mid-year grades sent to the colleges that require them.

Look for a summer job.

March

College acceptances are usually sent out during this time.

April and May

You should be contacted at this time by the college's office of Financial Aids, regarding the type of financial packet for with you are eligible. (See financial aids section of booklet).

April and May - continued

Inform the school counselor about admission and financial aid correspondence. If colleges have not notified the student of their decisions on admission and financial aid, inquire.

Have high school send final transcripts to the college the student will attend.

If no schools accept the student, try again for mid-year acceptance at the same school and also some community and junior colleges.

July

Try to attend a session of summer orientation at the college to which you are accepted. The summer freshman orientation sessions are designed to introduce the campus and all its facilities and programs, such as: The Office of Financial Aids, Registrart's, Office of Academix Affairs and the location of academic counselors, tutoring labs, and the counseling center.

Section B: Health Careers Not Requiring College Graduation

There are many helath careers which do not require a college degree and even a few which do not require high school graduation. For example, high school graduation is usually not required to be a nurse's aide or ward clerk and training is usually provided after the person is hired. On the other hand, an x-ray technologist must complete high school and a formal course of training which may be offered at local hospitals or medical schools.

Although almost all health careers require specialized preparation, many require only on-the-job training or short courses offered in vocation-technical schools, hospitals, or community colleges. Occupational-therapy-assistants, medical records technicians, operating room technicians, optometric assistants and many others many receive training this way. Programs may vary from a three-month course for electrocadiograph techniciand, to a three-year program for a dental hygienist.

Sometimes these courses can be taken at a state vocational-technical school during high school and can help fulfull requirements for high school graduation.

The State Department of Vocational-Technical Education of your state can provide you with a list of all state programs.

There are also private schools. Some of these schools are excellect, but others have low standards and high prices. Before signing an agreement to attend such a school you should check with your State Department of Education and State Accrediting Agency to see if the school is accredited or not.

Section C: College Level Training and Preparation

Freshman Year--

If the student plans to go into a profession like Medicine, Dentistry, or

Freshman Year - continued

Podiatry, then he or she should start the process of planning upon your acceptance to college. Careful planning will enhance the possiblity for acceptance into one of these professional schools. There are many people who have worked hard to develop pathways and educational opportunities for Chicanos, but the burden of accomplishment is on the student's shoulders.

The best advice is to talk and ask questions. Talk to upper class students about their experiences. Talk with pre-health studies advisors each semester to avoid course deficiencies or other problems. Talk with professors (including lab instructors), so they will be willing to write letters of recommendation, talk .... talk .... talk ....

The entire college program should be planned now, so the student is sure of meeting all requirements for advanced study. For example, the following are requirements of a typical medical school: (1year = two semesters = three quarters).

General Chemistry	1 year
Organic Chemistry	1 year
Biology, Botony or Zoology	1 year
*Physics	1 year
*English (Literature & Composition)	1 year
*Calculus	1 semester/quarter

*not required for admission - required for college graduation

Pre-med students should consult the latest edition of Medical School Admission Requirements, (Association of American Medical Colleges, One Dupont Circle, N.W., Washington, D.C. 20036), and pre-dental students should read Admission Requirements of American Dental Schools (American Association of Dental School, 211 East Chicago Avenue, Chicago, Illinois 60611). At the present time, there is no comparable book for other health fields.

It is not necessary to buy these books. Most college libraries will have copies. By all means, read the introduction of this book now. It is an excellent source of general information on medical schools and preparation in the pre-med years.

This book also contains:

a. Extremely pertinent information about each medical school, such as the price of tuition and the deadline date for applying.

b. Mailing addresses to all the medical schools.

And, don't forget that although it is true that medical schools do not make grades their sole criteria for acceptance GRADES still are the main one.

Sophomore Year--

The sophomore year is an exciting time. By the second year of college, the student should have chosen a major. Most future health professionals major

Sophomore Year - continued

in the various fields of science. Some health students, however, may choose to major in the social sciences or humanities. Those students who are inclined toward health administrationmay major in business. Most pre-meds in biology, chemistry, physics or microbiology.

Advisors agree that majors should be chosen according to the individual's interest. Students should choose a major that will not leave them without career alternatives in the event their professional school rejects them.

Having survived the first year in college, the prospective health professional often begins to wonder whether he should participate in extra-curricular activities. In moderation, such activities are not only enjoyable, but they can also be considered by professional school admissions committees. One student, for example, was chosen for admission to medical school because he had worked on his college's newspaper staff as well as maintained a high grade point average.

At this point, the student should start thinking about specific professional health schools. He should write to some of them for catalogs. If he has the chance, he may wish to visit the campuses in his area.

Now is the time to prepare for admission to professional study.

Section D: Admission into the Health Professions Schools

The Chicano student seeking a professional health degree must continue his education beyond the college level. Thus, the Chicano student seeking to become a physician must become admitted into medical school. Similar advise and procedure apply for other professional disciplines as well. Contrary to rumor or unfounded fears, it is not difficult for a qualified Chicano student to gain admission into professional schools. The college student who is prepared, dedicated and hardworking will receive favorable consideration by the professional school, and the student who meets these same qualifications should expect no serious difficulty gaining admission.

To qualify academically for medical school, the undergraduate student should maintain a good scholastic record. But that does not mean he has to be an "A" student. The vast majority of freshman medical students in each of the past five years were "B" students.

Medical school admission committees are aware that an "A" mark may be easily obtained in one college than in another. They use scholastic achievement as only one - though an important - yardstick in measuring an applicant's capacity for the study of medicine. When other factors are equal, the student with higher grades clearly has the best chance for acceptance. A recent survey of medical schools showed that the majority prefer to consider only students with grades no lower than B-minus.

Some schools admittedly have different requirements than others. Some meet their capacity sooner than expected; and some may not be inclined to encourage Chicano students as much as others. The student should inquire how many Chicano students are enrolled, how much financial assistance is available to Chicano students, and what special program the institution provides for Chicano students. If the student is unable to determine the experience and

Section D - continued

interest of the school in dealing with Chicano students, they should not hesitate to inquire of the Association of American Medical Colleges. It is clearly an advantage for some Chicano students to attend schools where they will have Chicano classmates.

Whatever the choice, each student must realize that their acceptance into the graduate program represents the expectation of the institution that the student will both graduate and become a successful health professional. Likewise, the student should expect that they will successfully graduate from the program and uphold their career responsibilities.

The Chicano student planning for graduate training should apply to the professional school of their choice approximately one year prior to the term for which they intend to enroll. At the present time, for example, medical students on the average apply to fifteen medical schools each.

Junior Year--

Seriously think about specific medical schools. There are numerous factors to consider in deciding where to apply.

1. Area, quality of the school, chances of admission, whether it has a minority student program, financial aid, tutoring, etc. Start talking to people about this.

2. For detailed information about medical schools with minority programs and the number of minority students accepted at each medical school, we recommend the latest edition of Minority Student Opportunities in the United States Medical Schools. Copies are available at all United States medical schools or can be ordered from the Association of American Medical Colleges, One Dupont Circle, N.W., Washington, D.C. 20036.

It is essential to get letters of recommendation for medical school in the following areas: three sciences * two non-sciences * others i.e., employer.

1 in Chemistry
1 in Biology
1 in Physics
1 in Humanities or Social Sciences

When selecting professors for letters of recommendation, select those who know and like the student. This increases the probability of getting good letters of recommendation.

If the college has a pre-med advising office, some information the committee needs is:

a. Area of interest (pre-medical or pre-dental)
b. Name - Marital Status - Address - Home and School Telephone Number - School
c. Activities-organization, fraternity/sorority, hobbies, after-school and summer jobs during college years, etc.

Junior Year - continued

d. Transcript of grades and MCAT scores
e. Proposed college major
f. Recent photograph
g. Parent's occupation
h. Names and addresses of four professors who can be contacted for reference, three from the natural sciences and one from the social sciences. Contact these professors before submitting their names for reference.
i. State where student is a resident.
j. List of medical or dental schools, where student intends to apply, plus a stamped envelope for each school. DO NOT put a return address on the envelope.

Medical College Admission Test (MCAT). The medical college admission test is required for most medical schools. It can be taken in the spring of the junior year, or in the fall of the senior year. Catalogs must be consulted for schedules. When a student takes the spring MCAT, he is eligible for consideration to medical school as soon as the applications are accepted. In taking the fall MCAT, the student can pick up valuable sciences courses and other information which may prove to be an asset on the test.

An announcement booklet which contains an application blank and information about application deadlines, test dates, testing locations and sample questions is prepared annually. It is available through most pre-medical advisory offices and medical school admission offices, chemistry or biology departments, or by writing Medical College Admission Test, the Pyschological Corporation, 304 East 45th Street, New York, New York 10017.

In preparing for the MCAT a most useful booklet is the new MCAT Student Manual, edited by Mary H. Littlemeyer, published by the Association of American Medical Colleges, One Dupont Circle, N.W., Washington, D.C. 20036.

Scores made on the MCAT do not in themselves determine whether an applicant is admitted to medical school. They simply provide admission committees with additional important information on the student's academic capabilities for the study of medicine and permit more thorough interpretation of his college record. This makes possible a more accurate prediction of a student's ability to complete the medical curriculum.

Summer between Junior and Senior Year

There are two ways in which a student can apply to Medical School: 1) through the American Medical College Application Service (AMCAS), or 2) through direct application to certain medical schools.

The Association of American Medical Colleges have developed a centralized application service, the American Medical College Application Service (AMCAS). Of paramount value to the applicant applying to any of the participating medical schools is the need to submit only one application and one set of official transcripts to AMCAS regardless of the number of schools to which he is applying. AMCAS request cards may be obtained in the Registrar's Office, and in the Office of the Chairman of Chemistry or Biology Departments.

Summer between Junior and Senior Year - continued

An AMCAS study indicated the proportion of medical school applicants accepted for enrollment increased as the number of applicants filed increased up to six or seven applicants. Above seven applications the percentage of acceptances leveled off and then decreased. Therefore, it is recommended that applicants apply to six or seven schools.

If after submitting an application to AMCAS, an applicant decides to apply to an additional school(s), they need only inform AMCAS of the additional school(s) and remit the additional service fee. No additional Application or Academic Record Coding Form is necessary. The AMCAS Service Fee is charged to the applicant according to the number of medical schools participating in AMCAS to which the applicant wishes to apply. The AMCAS Service Fee should not be confused with the application fee which the medical colleges charge.

Many medical schools have educational or admissions programs specifically designed for minority students. Minority students are defined as coming from any ethnic, racial, or socio-economic group currently under-represented in the field of medicine. If you believe you may qualify for such programs, it may be to your advantage to identify yourself in some manner on the "Personal Comment" page of the AMCAS Application for Admission.

For medical schools which DO NOT participate in AMCAS, one should send type-written letters to these particular schools asking for an application blank as well as a catalog. Completed applications should be mailed by the end of the summer.

Most complete applications to medical school include the following:

a. The application itself-some also have a pre-application
b. A possible application fee. Note: Some schools will waive the application fee upon request, so do not hesitate to ask for a fee waiver
c. MCAT Scores
d. Official transcript of grades
e. Pre-medical evaluation recommendation or three letters of recommendation from professors in the basic sciences

The admissions committees are equally concerned with the important personal factors of character, self-relience, initiative, motivation, perseverance, depth of purpose, breadth of interest and other traits which may not be reflected in grade averages. These personal characteristics are evaluated during interviews and through reports from udergraduate colleges, application forms and autobiographical sketches

The Psychological Corporation will send out MCAT Scores to six schools free of charge if requested when the test is taken. ($2.00 each additional school.) The transcripts must be mailed separately for each school. The Admission and Records Office (for a small service charge) will mail transcripts to each school.

Next fall, the only remaining item should be the fall MCAT (if not taken in the spring) and the interviews with the pre-med evaluation committee and the schools themselves. Be sure to request interviews with the pre-med committee early.

Senior Year--

Select all the schools where the student intends to apply. Early application is important because it:

a. Increases chances of acceptance (most schools consider the applicants in the order in which the completed applications are received and fill the class as they proceed.)
b. Gives the student time to concentrate on courses.

The Interview: Most schools request one interview after they accept an application. If they request one, it is a good sign. It shows that student is still being considered. Pay particular attention to appearance. Be alert and responsive and answer questions completely. The only way to make a favorable impression is to be honest, relaxed, and straight-forward. Normally, good advice would be to not be too aggressive, while on the other hand, to not be too passive. DON'T BE AFRAID TO QUESTION THE INTERVIEWER, ESPECIALLY ABOUT THE MEDICAL SCHOOL.

Most interviewers are concerned with the student's interests and activities and on what basis the decision to study medicine was made. Be ready to explain why you are interested in this particular medical school. Keep up with most significant current news events.

NOTE: Some medical schools will pay the cost of an interview based on the individuals needs of the student. Therefore, do not hesitate to ask the school to pay for the interview if the student might qualify. Also, since the interview is normally at the medical school itself, take this opportunity to tour the school. If possible, be sure to talk with many medical students.

After the interview, the application is complete. Medical schools vary greatly as to dates of decision. Hopefully, it will be a favorable one.

Section F: Financial Planning

The study of medicine or the health career of one's choice is an expensive undertaking; yet with careful, long-range planning, commitment and resolve these health education costs can be met from the resources available to each student. The financial plan appropriate to each student's needs will, of course, vary from individual to individual. For some, the resources of the family, and maybe summer employment may be sufficient. Yet, for others, grants, fellowships, awards and scholarships may be utilized. Most students attending college require some form of financial assistance in order to be able to attend the college or univeristy of their choice.

Whatever the plan, it must be carefully and fully developed, taking into consideration the length of the educational program, the degree requirements, the capacity of the student, the financial resources of the family, how much money a person will earn after graduating, and the scholarship abilities of the student. Such planning is ot great importance.

Unlike the high schools from which most Chicanos graduate, colleges and other institutions of higher learning charge fees and assess costs to each student for their education program. The rules, fees and costs are normally described in a bulletin regularly distributed by each school, and each student is

Senior Year - continued

billed for their expenses before classes start. When registering for classes, the student will complete the financial arrangements with the school. This arrangement usually involves a debt by the student, but it is treated no differently than any other debt.

Preparation to obtain financial aid should begin as soon as possible. The process is long and time consuming, so the student should begin early and not become discouraged.

* When you write for a college admission application and catalog, be sure to request a financial aid application.

* Write to all other sources of financial aid to request applications.

* Fill out the application form completely and mail it before the deadline.

* Most colleges/universities will ask each financial aid applicant and their parents to fill out either a Parent's Confidential Statement (PSC) or a Family Financial Statement (FFS). Some form of financial statement is always required for aid. These are used to determine the amount of aid needed to attend college. The PCS and FFS forms should be available from high school counselors or college financial aid offices.

* Upon receipt of your application, the financial aid officer will review all the information. If awarded aid, the student will be notified to the type of aid available. The student must then examine the aid package and either write accepting it or requesting a change.

Grants

Grants available for health education expenses are often scholarships, fellowships or other grants-in-aid. In some instances, these grants are given as awards in recognition of student talents. Sometimes these awards are sufficient to cover the costs of an entire four-year program. In other instances, the grants may cover only a portion of the total costs.

Federal Sources

The federal government sponsors campus-based student aid programs. Ask the Office of Financial Aid for eligibility requirements for each of the following programs:

1. Supplemental Education Opportunity Grant (SEOG) - A non-repayable grant by the school to assist undergraduate students who have an exceptionally high financial need and are carrying at least one-half of a normal academic load. A student can receive no less than $200 and no more than $1,500 per year. Apply at the Office of Financial Aid.

2. National Direct Student Loan (NDSL) - A federal program to provide needy students with a long-term, low-interest loan for educational purposes. To qualify for NDSL, a student must carry at least one-half of the normal course load as defined by the school. The school

Federal Sources - continued

determines who is eligible and the amount of the loan. During the first two years of undergraduate study, a student may borrow up to $2,500 in NDSL with not more than $5,000 accumulated during the years of undergraduate work. Repayment begin nine months after the student ceases at least half-time study. Apply at the Financial Aid Office.

3. College Work Study - A federal program which provides part-time jobs for students with a demonstrated financial need. Jobs are available on-campus or off-campus with a public, private or non-profit agency. A student can earn up to $600 and $1,000 per year; the amount a student earns is depenent upon the wage scale and the number of hours they are able to work. Apply at the Financial Aid Office.

4. Federally Insured (or Guaranteed) Student Loan (FISL) - A long-term, low-interest (7%) loan from a bank. Students must apply through a participating lending institution such as banks, credit unions, savings and loan associations, and some other private organizations. Applications are available from participating lending institutions and financial aid offices.

One of the best sources of financial aid is a federal program called the Basic Educational Opportunity Grant (BEOG). The Basic Grant is a direct grant from the government based on need; the Basic Grant is an entitlement. If accepted as at least a half-time student at an eligible institution, a student can receive up to $1,000 per year but, Basic Grant payments cannot exceed one-half of the costs of education. Special BEOG applications are available at high schools, community agencies, libraries, and colleges, application forms are available now. It is suggested the student apply for the Basic Grant in February.

"State Sources"

In addition, the college may have its own scholarship programs or participate in a state sponsored program.

There are other federal and state level programs which might be worth checking on. For specific information contact the local office of:

1. Veterans Education Benefits (G.I. Bill)
2. Social Security Benefits
3. Vocational Rehabilitation Funds; and
4. Aid to Dependent Children

"Private Sources"

Scholarships and grants are also provided for by the private, religious, and business sectors of the community; civic and church groups, corporations, foundations, and professional associations set up aid programs to assist American Indians, Blacks, Mexican Americans, Veterans, Catholics, women, etc. or to assist students with particular career interests. There are scholarship guides in the school or public library which will list aids of this type. Write to the ones that seem more applicable to the student's situation.

General Words of Advice

As mentioned earlier in the article, the process of applying for financial aid can be confusing and time-consuming. Just keep in mind that in order to get money for a college education, the student must apply for it. To apply early or on time increases the chances of getting a fair financial aid package. Applying for aid in the middle of the academic year can be disappointing, since many institutions and agencies are out of funds and are unable to provide any aid. There are people ready to assist in the application process. The following resource people will be able to help:

1. High school counselors
2. Talent Search counselors
3. Upward Bound personnel
4. Chicano/Hispanic staff personnel at education programs on a college/university campus; and
5. Institutional financial aid and admission personnel

SECTION IV: Support Services for Chicano Students

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Alicia Silva, Medical Technician

SUPPORT SERVICES FOR CHICANOS
SEEKING TO CONTINUE HIGHER EDUCATION

Chicano Education Program
Eastern Washington State University
198 Monroe Hall
Cheney, Washington 99044 - Esteban Sena, Director
(509) 359-2405

Chicano Student Counseling Center
Washington State University
College Hall Room 330
Pullman, Washington 99164 - Isabel Alva, Counselor
(509) 335-2616

HEP - Program
Washington State University
Cleveland Hall Room 337
Pullman, Washington 99164 - Anita Babayan, Director
(509) 335-5652

Science Supportive Services
Washington State University
College Hall Room 306
Pullman, Washington 99164 - Susan Brooks, Director
(509) 335-8466

Education Talent Search
Post Office Box 302
1110 South 6th - Lincoln School
Sunnyside, Washington 98944 - Bacilio Cardenas, Director
(509) 837-2034

Education Opportunity Program
Yakima Valley Community College
16th and Nob Hill Boulevard
Post Office Box 1647
Yakima, Washington 98907 - Bernal Baca, Counselor
(509) 575-2829

Upward-Bound Program
EOP - Office
Yakima Valley Community College
Yakima, Washington 98907 - Luis Aguilar, Coordinator
(509) 575-2446

Support Services - continued

Chicano Student Division
University of Washington
375 Schmitz Hall
Seattle, Washington 98195 - Gary Trujillo, Supervisor
(206) 543-9295

Minority Student Program
Health Science Center
University of Washington
Office of the Vice-President for
Health Science
Seattle, Washington 98195 - Dr. Jimmie Lara, Ph. D.
(206) 545-1834

Student Advisory and Special Services
Boise State University
1910 University Drive
Boise, Idaho 83725 - Margarita Sugiyama
(208) 385-1583

Educational Talent Search
Boise State University
1910 University Drive
Boise, Idaho 83725 - Luanne Epeldi, Counselor
(208) 385-3694

College of Optometry
Pacific University
2043 College Way
Forest Grove, Oregon 97116 - Larry R. Clausen, Director
(503) 686-3531

GED - Adult Basic Education
Treasure Valley Community College
Lease Building - Learning Center
Ontario, Oregon 97914 - Joe Estrada, Counsleor
(503) 889-6493

Bilingual Program
Chemeketa Community College
4000 Lancaster Drive, N.E.
Post Office Box 14007
Salem, Oregon 97309 - Maria de la Cerda, Counselor
(503) 399-5235

Colegio Cesar Chavez
1000 South Main Street
Mount Angel, Oregon 97362 - President
(503) 845-2234

Support Services - continued

Educational Opportunity Program
Oregon State University
Waldo Hall Room 350
Corvallis, Oregon 97331 - Luz Browning, Counselor
(503) 754-3628

Northwest Chicano Health
909 N.E. 43rd Street, Suite 208
Seattle, Washington 98105 - Viviana V. Bailey, HCO
(206) 633-1101 HOTLINE

Office of Minority Affairs
Seattle Central Community College
Room PB-110
1701 Broadway
Seattle, Washington 98122 - Yolanda Martinez, Program Assistant
(206) 587-6980

Office of Education Opportunity Program
Central Washington University
Kennedy Hall
Ellensburg, Washington 98926 - Mike Lopez, Director
(509) 963-2132

Recruitment of Minority Students for Career in Nursing
University of Oregon Health Science Center
3181 S.W. Sam Jackson Park Road
Portland, Oregon 97201 - Beth Britton, Assistant Director
(503) 225-7574

SECTION V: Chicano/Hispanic Health Services in the Pacific Northwest

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HEALTH SERVICES IN THE PACIFIC NORTHWEST

Mr. Rogelio Garza - Project Director for (5) Idaho Migrant Council
Rural Health Clinics

715 South Capitol Boulevard, Suite 405 - (Central Administration Office)
Boise, Idaho 837-9761 - (208) 345-9761

(1) Idaho Migrant Council
Caldwell Clinic
1201 South Kimball
Caldwell, Idaho 83605 - Cookie Atkins, Manager
(208) 454-0451

(2) Idaho Migrant Council
Burley Clinic
1260 Normal Avenue
Burley, Idaho 83318 - Cheryl Copt, Manager
(208) 678-1174

(3) Idaho Migrant Council
Twin Falls Clinic
120 Adams
Twin Falls, Idaho 83301 - Vince Gomez, Manager

(4) Idaho Migrant Council
Payette Clinic
45 Star Route
Payette, Idaho 83361 - Ed Mendoza, Manager

(5) Idaho Migrant Council
Blackfoot Clinic
60 Cedar Street
Blackfoot, Idaho 83201 - Rey Garcia, Manager
(208) 785-5900

Sr. Guillermo Castaneda - Project Director for (2) Central Washington
Migrant Health Project Health Clinics

(1) Central Washington Migrant Health Project Health Center
(Medical and Dental)
Post Office Box 219
1005 Broadway Street
Moses Lake, Washington 98837 - Oscar Trevino, Administrative Assistant
(509) 765-0675

Health Clinics in the Pacific Northwest - continued

(2) Central Washington Migrant Health Project Center
(Medical)
Post Office Box 1295
1630 North Wenatchee Avenue
Wenatchee, Washington 98801 - Julie Hurst, Administrative Assistant

Skagit Community Health Clinic
307 East Division
Mount Vernon, Washington 98273 - Ramon Esparza, Director
(206) 336 - 6581

Walla Walla-Columbia Rural Health Clinic
208 North Second Avenue
Walla Walla, Washington 98362 - Maria Gardipee, Director
(509) 522-0100

Yakima Valley Farmworkers Clinic - Dental
Five North "A" Street
Toppenish, Washington 98984 - Ricardo Lucero, Director
(509) 865-5606

Virginia Garcia Clinic
142 North 11th
Cornelius, Oregon 97113 - Cipriano Salazar, Director
(503) 648-2161

Salud de la Familia
347 North Front Street
Woodburn, Oregon 97701 - Martin Rodriguez, Director
(503) 982-2000